

**A SPEECH ACT ANALYSIS ON CODE SWITCHING
PRACTICED BY ENGLISH TEACHER OF MTs NEGERI 1
YOGYAKARTA**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi ang dipublikasikan atau ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi lain kecuali pada bagian tertentu yang penulis ambil sebagai acuan dengan mengikuti tata cara dab etika penulisan karya ilmiah yang lazim.

Apaila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab penulis.

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Finally, I am fully aware that this thesis is still far from being perfect. Therefore, I would accept any comments and suggestions for its betterment. Hopefully, this thesis can be a contribution to those who are interested in the study of linguistics.

Yogyakarta, October 2013

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Mottos

If you want to make your dreams come true, the first thing
that you have to do is waking up.

(My own words)

The past is a nice place to be visited, but it is ridiculous if
you think you want to stay there.

(My own words)

If you feel like criticizing someone, just remember that
people haven't had the advantages you've had.

(Nick Carraways, Great Gatsby)

DEDICATION

I DEDICATE THIS THESIS TO:

IBU AND THE LOVING MEMORIES OF MY BELOVED BAPAK

AND

**ALL PEOPLE WHO ASK ME, “WHEN WILL YOU FINISH YOUR
THESIS?”**

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ABSTRACT

This study was aimed at identifying the functions of the illocutionary acts spoken by the English teacher and to describe the effects of the speech acts used by the English teacher toward the students' behavior.

This research was designed as a descriptive qualitative research which was combined with the quantitative one. The quantitative data were used to reveal the frequency of the types of speech acts. The object of this research was the English teacher's utterances in MTs Negeri 1 Yogyakarta. The data were in the form of scripts of English teacher's utterances in the classroom which contained code-switching. Then, the data were analyzed based on Searle's classification of speech acts and Austin's classification of perlocutionary acts. In this research, the researcher was the primary instrument.

The results of this research showed that there were five functions of the illocutionary acts spoken by the English teacher and six perlocutionary acts used by the English teacher toward students' behavior in English classroom of MTs Negeri 1 Yogyakarta. Those functions of illocutionary acts were assertives (44.1%), directives (51.6%), commissives (2.1%), expressive (1.1%), and declaratives (1.1%). Then, the perlocutionary acts were to convince the hearer (27.8%), to surprise the hearer (2.6%), to alarm the hearer (0.6%), to enlighten the hearer (16.5%), to make the hearer do something (32.9%), and to make the hearer realize something (19.6%). In conclusion, the English teacher of MTs Negeri 1 Yogyakarta usually used directive functions when she conducted code-switching in teaching English.

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CHAPTER I INTRODUCTION

A. Background of The Study

Code-switching is a common phenomenon which usually occurs in a human communication. In a communication, humans use a device called language. The language users often code-switch between languages because there are more than one language that language users master. They do code-switching to satisfy their language sense.

In a society, where the communication events are conducted by its members usually involve more than one language. Therefore, code-switching is the one possible way that can be used to face this phenomenon. It could be a need for communication. When the speakers of communicative events find that their language fails to deliver the intended message to hearers, they have to switch to possible languages which are available for them. From this situation, speakers tend to always choose a language to speak which is appropriate based on the purpose of the communication. Next, the phenomenon of code-switching will always be used by speakers if they find a situation in which intended messages of a communication can be delivered.

As a country which is made up of plurality of ethnic group, cultures, and languages, Indonesia is one of the countries that has a great deal of code-switching. There are a lot of languages found in Indonesia including foreign languages. Foreign languages in Indonesia have a certain function as a mean of international communication. In this country, code-switching which may

involve *Bahasa Indonesia* and one of the foreign languages could take place in the communicative events which are conducted by some Indonesian people and the speakers of the foreign languages.

In addition, the foreign languages also have an important part in the educational area. Code-switching involves foreign languages; thus, it also happens among Indonesians themselves especially for those who are educated. Under this view, the phenomenon of code-switching will be recognized by those who are involved in the foreign language class of any school levels. In the classroom, this phenomenon will often occur within speech community. This is not only because they cannot use all languages they master but also because code-switching which involves foreign languages can also facilitate the language teaching and learning.

Next, the teachers of the foreign language will often face the phenomenon of code-switching in their communicative events. They conduct code-switching in order to deliver the intended message to hearers. In this case, the intended message can be in the form of materials of foreign languages that teachers try to deliver to their students. To make it clearer, when teachers do code-switching, they also perform some acts. This phenomenon commonly happens when teachers teach foreign languages to their students.

When teachers of foreign language conduct code-switching, they also perform some acts. Those acts have some purposes such as informing, questioning, or warning. Therefore, when teachers speak to students and conduct code-switching, they always perform some acts to make what they say

clearer. In linguistics, some acts that occur when teachers speak to students are called speech acts. Through speech acts, teachers can deliver the materials clearly.

All above are the facts that code-switching and speech acts can occur at the same time within a community in which more than one language is used. This phenomenon should be realized by the teachers of foreign languages. Therefore, this study discusses the occurrence of speech acts in the existence of code-switching. The setting is the English classroom of MTs Negeri 1 Yogyakarta.

B. Identification of the problem

In a multicultural society, it is possible to have communication among culture which is called intercultural communication. Code-switching becomes the common phenomenon in intercultural communication which may happen in a society as a growing trend in the modern world. Nowadays, most of the world's speech communities are multilingual. It can be important for people to learn and master some languages. In Indonesia, English becomes the language that is taught at school. Indonesians hope that English will be the second language. Therefore, English is taught in every level of school.

In teaching English, teachers usually switch their languages. They use two languages in explaining the material of English to their students. In using two languages, the English teachers conduct code-switching. They switch their languages from *Bahasa Indonesia* to English or English to *Bahasa Indonesia*.

There are some problems that occur in conducting code switching. The first problem that occurs is teachers of English do not really know about code switching. It means that English teachers sometimes do not realize that they do code-switching. They do not realize what types of code-switching and what factors that make them do code-switching.

The second problem deals with unfamiliar words that teachers use when they teach English to the students. Almost all English teachers will use some unfamiliar words in their teaching. The purpose of using unfamiliar words is commonly to introduce the new words to the students. Moreover, teachers use unfamiliar words based on the needs of the students and this problem will lead to code-switching.

After that, the third problem is related to speech acts that come together with code-switching. Teachers who teach English to their students usually switch their language from English to *Bahasa Indonesia* in order to make their students understand. When they conduct code-switching, they also perform speech acts. Therefore, code-switching and speech acts come together when English teachers want to explain clearly to their students.

The last problem is about how speech acts can come together with code-switching and what factors that influence the existence of speech acts when English teachers conduct code-switching in their teaching.

C. Limitation of the problem

Considering the wide range of the problems and the accessibilities of researcher, this research focuses on the types of speech acts and the effects of speech acts used by English teacher of MTs Negeri 1 Yogyakarta when he/she conducts code-switching.

D. Formulation of the problem

Based on the limitation of the problem, the research problems are formulated as follows:

1. What are the types of the illocutionary acts spoken by English teachers of MTs Negeri 1 Yogyakarta?
2. What are the effects of speech acts used by the English teachers toward the hearer's behavior?

E. Objectives of the Study

The objectives of this study can be identified and described:

1. To find out the types of the illocutionary acts spoken by English teachers of MTs Negeri 1 Yogyakarta.
2. To find out the effects of speech acts used by the English teachers toward the hearer's behavior.

F. Significance of the study

1. Theoretically, this research can enrich and give additional references in the pragmatics field.

2. Practically, this research will be useful to :

a. Students of the English Department

This study is expected to give some contribution to the pragmatics study and sociolinguistics studies.

b. English teachers and lecturers

This study is expected to give an alternative idea for English teachers and lecturers in the teaching and learning process.

c. Other researchers

This study is expected that it will serve as references in the pragmatics and sociolinguistics studies and also give additional references to other researchers in those fields.

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

G. LITERATURE REVIEW

1. Notion of Pragmatics

Language is the one of the important things in a society. In everyday life, people use language to communicate with others. The language is used by people for delivering the intended messages from one person to another. From languages, dialects and words that are chosen by people when they are speaking can show their background, character, and intention.

In the social context, the study of language shows how people organize a social relationship within a particular community. Based on Radford et. al., (2009: 14) there are some possible relationships between language and society. The first is that social backgrounds of the speaker and the addressee. The social backgrounds include age, sex, social class, ethnic background, etc. The second is the relationship between the speaker and the addressee. The relationship meant is good friends, employer - employee, grandmother – grandchild, teacher – student, etc. The last is the context and manner of the interaction i.e. in bed, in the supermarket, in the classroom, loudly, whispering, etc.

In reference to language study, pragmatics is a very wide field and interesting to be investigated because it examines our use and understanding of the language we speak and listen. Therefore, pragmatics deals with utterances, by which people will mean specific events and the intentional acts of speaker in a context. According to Trask (2005: 161), pragmatics is the branch of

linguistics that studies the use and meaning of utterances in relation to their context. Here, the context is considered as the previous utterances (discourse context), participants in the speech events, and the physical setting of the speech.

A different idea about pragmatics is stated by Finch (2000 : 150). He says that pragmatics is concerned with the meaning of utterance. He asserts that pragmatics focuses on what is implicitly stated and on how people interpret utterances in situational contexts. In the other words, it is about how language is used in communication, including how people use language to establish their identities, to express their emotions, and to carry on conversations with others.

However, the previous statements mention that pragmatics not only concerns the language use but also concerns the aspects of conversation. To make it clearer, a broader definition is proposed by Yule (1996: 3) who mentions four definitions of pragmatics. Firstly, pragmatics is the study of speaker's meaning. It has to do with the analysis of what people mean by their utterances. Secondly, pragmatics is the study of contextual meaning. It involves the interpretation of what people mean in a particular context and how the context influences what is said. Thirdly, pragmatics is the study of how the meaning gets communicated more than what is said by the speaker. It is the way how listeners can make inferences what is said in order to get the interpretation of the speakers' intended meaning. Fourthly, pragmatics is the study of the expression of relative distance. It investigates the assumption of

the speakers about the distance of the shared experience between the speakers and the listeners in order to determine how much needs to be said.

Based on some definitions of pragmatics, it can be concluded that pragmatics studies the aspects of meaning and the language use that are dependent on the speaker, the addressees and other features of the context of utterance. It deals with the ways people reach the goal in a communication.

Pragmatics covers the study of implicature, presupposition, speech acts, reference, deixis, definiteness and indefiniteness (Horn and Ward, 2005: 1). Because the objective of this study is to investigate the functions and the effects of speech acts in Bilingual English – Indonesia classroom, the next section discusses the theory of speech acts.

a. Definition of Speech Acts

The term ‘speech act’ was found by the linguist named Austin (1962) and it was developed by another linguist named Searle (1969). They explain that people describe situations and communicative actions in a conversation when they use language or words.

When people communicate with others, they do not only produce utterances which contain grammatical structure and words, but also perform some actions via those utterances. He states that speech acts as the actions performed in saying something. He also distinguishes the act of saying something, what one does in saying, and what one does by saying it and dubs these a locutionary, an illocutionary, and a perlocutionary.

The theory of speech acts judges that people do more things with words rather than convey information and when people convey information, they often convey more than their words encode.

Further, Aitchison (2003: 106) defines speech act as a number of utterances that behave somewhat like actions. He states that when a person utters a sequence of words, the speaker often tries to achieve some effects with those words; an effect which may in some cases has been accomplished by an alternative action. In conclusion, speech act is utterances that can replace action for a particular purpose in a certain situation.

b. Austin's Classification of Speech Acts

Austin (1962) identifies three distinct levels of actions beyond the act of utterance, namely:

1) Locutionary Acts

According to Austin (1962: 108) locutionary act is roughly equivalent to uttering a certain utterance with certain sense and reference, which again is roughly equivalent to meaning in traditional sense. In other word, locutionary is act of saying. Yule (1996 : 48) defines locutionary acts as the basic acts of utterance in producing a meaningful linguistic expression.

Leech (1996: 199) formulates the locutionary act as *s says to h that X*, s refers to the speaker, h refers to the hearer, and X refers to a certain word spoken with certain sense and reference.

Further, Austin (1962: 108) describes three patterns of locutionary act according to which English utterance are constructed. They are declarative if it tells something, imperative if it gives an order, and interrogative if it asks a question.

2) Illocutionary Acts

Austin (1962: 108) defines it as an utterance which has a certain (conventional) force. In other words, illocutionary act refers to someone's act in saying something. The formulation of illocutionary act is: *in saying X, s asserts that P*. P refers to the proposition or basic meaning of an utterance (Leech, 1996: 199). Furthermore, Austin (1962: 150) distinguishes five more general classes of utterance according to the illocutionary force. Those classifications are as follows:

- a) **Verdictives**, are typified by the giving of a verdict, as the name implies, by a jury, arbitrator, or umpire. However, he need not be final, they may be, for example an estimation, reckoning, or appraisal. It is essentially giving a finding to something-fact, or value which is for different reasons hard to be certain about.
- b) **Exercitives**, are exercise of powers, rights, or influences. The examples exercitives are appointing, voting, ordering, urging, advising, and warning.
- c) **Commissives**, are typified by promising or otherwise undertaking that they do not only commit the hearer to do something, but also include

declarations or announcements of intention, which are not promises, espousals, such as siding with.

- d) ***Behabitives***, are very miscellaneous group and have to do with attitudes and social behavior. The examples are apologizing, congratulating, condoling, cursing, and challenging.
- e) ***Expositives***, are difficult to define. They make plain how utterances fit into the course of an argument or conversation, how words are used, or in general are expository. The examples of expositives are I reply, I argue, I concede, I illustrate, I assume, I postulate, and so on.

3) Perlocutionary Acts

According to Yule (1996: 49), the effect of an utterance used to perform a speech act is known as perlocutionary act. Austin (1962) in Bach (2005: 3) clarifies that the term of perlocutionary acts or effects, arguing that saying something will often or produce certain consequential effects upon the feelings, thoughts or actions of the audience, or of the speaker, or of other people. Based on Austin's statement, a perlocutionary act or perlocutionary effects can be defined as a speech act, as viewed at the level of its psychological consequence, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise getting someone to do or realize something. The formulation of the perlocutionary act is: ***by saying X, s convince that P*** (Leech, 1996: 199)

Furthermore, the term perlocutionary effect of an utterance may differ from the intended effect of the speaker. Therefore, Austin (1962: 119 - 122) explains some effects of perlocutionary act as follows:

a) to convince the hearer

Convincing the hearer is a condition when the speaker at this term tries to make the hearer feel certain that something is true through the speech.

b) to surprise the hearer

Surprising the hearer is a term when the speaker brings the hearer to the emotion aroused by something sudden or unexpected.

c) to bore the hearer

To bore the hearer is a condition in which the speaker brings the hearer into the condition of boring through the statement he/she said.

d) to annoy the hearer

Annoying the hearer is a condition in which the speaker says some statements which cause slight irritations to the hearer by some troublesome.

e) to frighten the hearer

To frighten the hearer is a condition in which the speaker influences the hearer by frightening them through his/her statement.

f) to cause the hearer

In causing the hearer, the speaker expects a responsible effect, action result, or even consequence through the speaker's statement.

g) to insult the hearer

Insulting the hearer means the speaker tries to offend the hearer through the speaker's statement.

h) to alarm the hearer

Alarming the hearer is a condition in which the speaker says something to make the hearer know the speaker's fear which is caused by expectation of danger.

i) to enlighten the hearer

To enlighten the hearer is a condition in which the speaker gives some spiritual and intellectual insight to the hearer.

j) to inspire the hearer

To inspire the hearer means the speaker tries to encourage the hearer's spirit through statement said by the speaker.

k) to get the hearer to do something

It is a condition in which the speaker expects the hearer to do something through the statement said by the speaker.

l) to get the hearer realize something

It is a condition when the speaker expects the hearer to know or to think deeper about something beyond the statement spoken by the speaker.

c. Searle's Classification of Speech Acts

Searle (1969) in Saddock (2005: 5) states that when a person speaks, he/she performs three different acts. Those are utterance acts, propositional acts, and illocutionary acts. Utterance acts consist simply in uttering strings of words, while propositional acts and illocutionary acts consist characteristically in uttering words in sentences in certain context, certain condition and also certain intention. Searle also adds that those three acts are not separate things, they are connected each other. In performing an illocutionary act, someone characteristically performs propositional acts and utterance acts. Below, Searle classifies the illocutionary acts based on varied criteria as follows:

1) Assertive / Representative

The assertive refers to the dimension of assessment which includes true and false. Therefore, this speech act describes states or events in the world such as stating, claiming, reporting, announcing, etc. Testing an assertive speech acts can be done by giving questions that are categorized as true and false. According to Yule (1996: 53) assertive / representative is a kind of speech acts that states what the speaker believes to be the case or not. In using assertive or representative, the speaker makes the words fit the world. The examples of assertive / representative are illustrated below:

- (1) The earth is flat
- (2) The color "Red" in Indonesia is merah.

The two examples above represent the world's events as what the speaker believes.

2) Directive

Directive refers to a speech act that has a function to make the hearer to do something such as ordering, requesting, demanding, begging, and etc. According to Yule (1996: 53), directive is a kind of speech acts that speakers use to get someone else to do something. By performing directive, the speaker attempts to make the world fit the words (via the hearer). It can be concluded that directive expresses what the speaker wants. The examples of directive are shown below:

- (1) Don't touch that!
- (2) Could you lend me your pen, please?

Example 1 shows that the speaker gives command to get the hearer acts what the speaker wants. Meanwhile, in example 2, in the form of interrogative, the speaker has an intention to perform a request that has a function to get the hearer to do what speaker wants.

3) Commissive

Commissive refers to a speech acts that commits the speaker to do something in the future such as promising, offering, swearing to do something, etc. Yule (1996: 53) states that commissive is a kind of speech acts that the speakers use to commit themselves to do some future actions. He also adds that in using commissive, the speaker makes the world fit the words (via the speaker). It express what the speaker intends. The examples of commissive are as follows:

(1) I'll be back soon.

(2) I'm going to give you a gift.

The modal 'will' or to be 'going to' in certain rules, contexts, and situation signifies a promise in which it will do in the future. Therefore, these examples are considered as commissive.

4) Expressive

In using expressive speech acts, the speaker expresses feelings and attitudes about something. Yule (1996: 53) states that expressive is a kind of speech acts that states what the speaker feels. It expresses psychological states and can be statements of pleasure, pain, like, dislike, joy or sorrow. In this case, the speaker makes the words fit the world, which incorporates his/her feeling. The examples of expressive are:

(1) Congratulation!

(2) I'm really sorry.

Example 1 is used to congratulate someone and example 2 is an expression of sympathy.

5) Declaration

Declaration refers to a speech act which changes the state of affairs in the world such as naming, resigning, sentencing, dismissing, excommunicating, and christening. According to Yule (1996: 53) declarative is a kind of speech acts that change the world via the words

(utterance). This is a very special category of speech acts. In order to perform a declaration appropriately, the speaker has to have a special institutional role in specific context that provides rules for their use. The examples of declarative are as follows:

(1) Time out!

(2) Game over!

Utterance 1 and 2 bring about the changes in reality. They are not just statements. Utterance 1 is used to perform the act of ending the test and utterance is used to perform the ending of a game.

d. Direct and Indirect Speech Acts

Besides the five criteria of speech acts, Searle (1969) also divides speech acts into two kinds. The two kinds of speech acts are direct speech acts and indirect speech acts. The explanation of both kinds of speech acts is presented below.

1) Direct speech acts

Searle (1969) says that the simplest cases of meaning are those in which the speaker utters a sentence and means exactly and literally what he says. The speaker using direct speech acts usually has an intention; that is communicating the literal meaning that the words conventionally express. In other words, the speaker produces a certain intention that can be easily recognized by the hearer when he uses the direct speech acts.

From the Searle's explanation about direct speech acts, it can be concluded that the direct speech acts occur when there is a relationship between the structure forms and the functions. According to their structure forms, utterances are divided into three categories, namely declaratives, interrogatives, and imperatives and according to the functions, utterances are divided into three categories, namely statement, question, and, command or request. The declarative form is used when the speaker wants to state or tell something. The interrogative form is used when the speaker has a question about something. Then, the imperative form is used when the speaker wants to order or request something. The following is the example of direct speech acts.

- (a) The teacher explains the material.
- (b) Does the teacher explain the material?
- (c) Explain the material, please!

In (a) the speaker states that the teacher explains the material while in (b) the speaker asks a question whether the teacher explains the material or not, and in (c) the speaker requests the teacher to explain the material.

2) Indirect speech acts

Searle (1969) states that someone using indirect speech acts wants to communicate a different meaning from apparent surface meaning; the form and the function are not directly related. It means that a declarative form may have a function of order or request and an interrogative form may have a function of order or request. Searle also add that in indirect speech acts,

the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information. In other words, when the speaker uses the indirect speech acts, he expresses his intention implicitly.

Yule (1996: 55) states that different structures can be used to accomplish the same basic function. Below is the example of indirect speech acts:

- (a) Move out of the way!
- (b) You are standing in front of the white board.
- (c) Do you have to stand in front of the white board?

The three utterances above have the same intention; that is the speaker wants to the hearer not to stand in front of the white board. The basic function of all utterances is command or request, but only the imperative form in (a) represents direct speech acts. The declarative form in (b) is also direct speech acts. Then, the interrogative form in (c) is not only used a question, but also as indirect command.

2. Notion of Code Switching

Wardhaugh (1992: 89) refers to a language or a variety of language as a code. He says that code is a system used for communication between two or more parties. Since there must be a code in a communication, it is unusual for a speaker to command or use only one code. He states that command of only a single variety of language, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon. Most speakers command several

varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism.

When members of a society can speak more than one language, switching between two or more languages in the same conversation is a common phenomenon. From this phenomenon, the term 'code-switching' is derived. The clear definition of code-switching comes from Gumprez (1982: 111). He states that code-switching is the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical system or subsystem. According to this definition, a speaker can be considered to have conducted code-switching when he/she uses more than one code in a conversation.

From Grumprez's definition of code-switching, a question may appear. The question is how the code-switching will be done by the speakers. Responding to this question, Trudgill (1983) explains that code-switching can be done in one of two ways. It may, firstly, be done by using two languages at once. In such case, the code probably changes in the middle of an utterance. He also add that people conduct code-switching because of certain goals they want to attain. It means that code-switching is usually done intentionally.

a. Types of Code-Switching

Generally, types of code-switching are divided into three. Those are:

1) Situational Code-Switching

Wardough (2006: 104) states that situational code-switching occurs when the people employ changes according to the situation in which the conversant find themselves. It means that people start a conversation with certain language and certain situation. When people feel uncomfortable in their conversation, they will use another language which is more appropriate to the situation. The change over from one language to another one may be an instant case. Below is the example of situational code-switching:

Teacher : “Attention please! The Garuda Airline with flight number GA 107 will arrive at 7.30 a.m. Thank you.” Where do you usually find this utterance?
 Students : (They do not answer because they do not understand what the teacher says)
 Teacher : *Where do you usually find this utterance? kira-kira kalimat ini bisa kalian temukan dimana?*
 Student : Oww, di bandara mam.

The example above shows that the code-switching done by the teacher belongs to situational code-switching because the teacher changes the code without changing the topic.

2) Metaphorical Code-Switching

It occurs when the specific reason for a switch can be identified with reasonable confidence. Each of the codes represents a set of social meaning and the speaker draws on the associations of each just as people metaphor to represent complex meaning (Holmes, 2001: 41). Metaphorical code-

switching has an affective dimension to it. It means that a person changes a the code as he/she redefine the situation such as formal to informal, serious to humorous, and politeness to solidarity. The example of metaphorical code-switching is presented below:

Teacher : Try to guess it! The colour is orange. *The shape is round and it is sweet. What is that? Bentukny bunder dan rasanya manis. Apa hayo?*

Students : Oww, that is an orange.

The code-switching above occurs because the teacher wants to redefine the situation. The teacher wants to make her lesson more fun. Therefore she does the metaphorical code-switching.

3) Conversational Code-Switching

It occurs when a speaker code-switches within a single sentence (Gumperz, 1982 in Wardaugh 2006: 106). It means that the speaker changes his/her language after he/she completes one sentence or utterance. In the other words, conversational code switching is code-switching in the sentence/utterance level. The following is the example of conversational code-switching:

Teacher : *make a circle on the difficult word you found in the text!*
Dilingkari kata-kata sulit yang kamu temukan di teks.

Students : Yes mam.

This example definitely belongs to conversational code-switching because the teacher conducts code-switching after she finished one utterance.

b. Factors Initiating Code Switching

People switch the language for several reasons. They, sometimes, are not really aware when they switch one code to another. However, there must be some factors that influence them to do code switching. Based on Wardaugh (2006: 101), code switching is influenced by solidarity with the listener, choice of topic and perceived social and cultural distance. Concerned with this topic Holmes (2001: 35) also suggests a number of factors initiating the speaker to conduct code switching. Those factors are as follows:

- 1) Physical situation or setting plays a significant role which trigger code switching. For example, the speaker is saying to the hearer but the hearer does not understand what the speaker says. This situation will lead the speaker conducts code-switching in order to make the hearer understand.
- 2) A code switching may be related to a particular participant or addressees. It means that someone conducts code switching because of he/she are speaking to particular person. For example, addressing the lecturers will be different from addressing the close friends. When speakers meet their close

friends, they will use a code that is appropriate for them. If they feel uncomfortable with their language, they will conduct code-switching.

- 3) A speaker may similarly switch to another language as a signal of group membership. It means that people conduct code switching because they are in the same community. For example, a speaker speaks to the education forum but he/she discusses about business issue. It is inappropriate. Therefore, the speaker must do code-switching to make it appropriate.
- 4) The code switching is motivated by the identity and status relationship between participants often expresses a move along the solidarity or social distance dimension such as how well the participants know each other would influence the choice of code of someone. For example, it is uncomfortable if there is a speaker who speaks to his professor using informal language. Therefore, he has to switch his code.
- 5) Code switching may also be caused by the social factors of language variation such as topic. For example, there are some people discussing a serious problem. It is inappropriate if the language used in the discussion is informal. Therefore, if there is a speaker who uses the informal language in the serious discussion, he/she will feel uncomfortable and conduct code-switching.

c. Code-switching and Code-mixing

The question whether code-switching and code-mixing is the same or not often happens. Some sociolinguists say that they are related and synonymous but some others say that code-switching and code-mixing are totally different. No matter whether they are different or not, the following discussion tries to answer this question.

Wardhaugh (1992) states that code-mixing occurs when speakers use both languages together to the extent that they change from one language to other in the course of a single sentence. It means that a speaker may change his/her language in the middle of a single utterance. A different opinion about code-mixing comes from Trudgill (1983). He says that code-switching may be done by using two languages at once and the shift can probably occur in the middle of a single utterance. Trudgill, then, calls this phenomenon as rapid switching.

The good example of code-mixing is derived from Pfaff (in Wardhaugh, 1992). He gives example of code-mixing that occurs in Spanish-English bilinguals. In the example, the speakers mix their languages not only in a single utterance but also in almost every single sentence. Then, Gumperz (1982) in Wardhaugh (1992: 109) calls this phenomenon as extreme code-switching. He gets this term based on their work in Texas.

It seems that code-switching and code-mixing have no significant differences. Then finally, Wardhaugh (1992) acknowledges that code-mixing may also give way to situational or metaphorical code-switching at any time

such as use of the former for an activity discussed in a particular language or use of the latter to evoke special feelings.

3. Classroom English

Performing in front of the class refers to how an English teacher communicates to his/her students. The specific term of teacher's communication is called teacher talk. Teacher talk is a term in general use in the field of pedagogy to refer to the form of language used by teachers with their younger and less-skilled learners. Ellis (1997: 304) adds that teacher talk refers to the way teachers address classroom language learners differently from the way they address other kinds of classroom learners. They make adjustments to both language form and language function in order to facilitate communication.

As the teaching approach changes, the term teacher talk is also modified into Classroom English. Classroom English is certainly a form of teacher talk, which is a topic of concern for communicative approaches to language instruction. Based on Hughes (2007: 1-5), classroom English is divided into three important parts. Those are beginning the lesson, running the lesson, and closing the lesson. The details of the classroom English based on Hughes are as follows:

a. The beginning of the Lesson

1) Entering the classroom :

- Come in and sit down.
- Come in and take your seat.

2) Everyday greetings :

- Good morning, everybody.
- How are you all today?
- I hope you all had a nice weekend.

3) Taking the register :

- I will check who's here.
- Who is absent today?

4) Dealing with lateness :

- Why are you late?
- That's all right. Sit down and we can start the lesson.
- Next time, try not to be late.

5) Getting down to work :

- All right. It is time to start our English lesson.
- I hope you all ready for your English lesson.

b. The running the class

1) Starting something new :

- Let's start to speak English.
- Let me tell you this in Indonesia

2) Sequencing the activities :

- Firstly, take a look at the text.
- Next, read through the new words
- Last, do the exercise.

3) Making things clear :

- You have five minutes to do this.
- Is everyone clear? / have you all understood?
You can start to do this.

4) Checking progress :

- Any problems students?
- Are you all okay?
- How far have you got?
- Is there something wrong?

5) Stopping :

- Have you finished?
- Ok students. Two more minutes.
- All right. You have to stop.

c. The closing of the lesson.

1) Checking the time :

- What time is it?
- There are 5 minutes to go

2) Setting homework :

- This page is your homework for next lesson.
- Don't forget about your homework.

3) Stopping work :

- All right. It is time to stop.
- That's all for today.

4) Making announcements :

- Wait a moment, please.
- I have something to tell you.

5) Saying goodbye :

- Goodbye, students. See you all again on
- See you and don't forget to take all your things with you.

These are examples of classroom English. The English teachers use classroom English as their guidance in teaching English but when they are teaching in the classroom, they will not use full English language as shown in the examples of classroom English. The English teachers, especially in multilingual countries such as Indonesia, realize that their students will get confused if they use full English in their English class. Teachers usually use two languages in their class. They change their language from English to *Bahasa Indonesia* in order to make their students understand the materials delivered by the English teachers. Therefore, code-switching that is used by English teachers is a common phenomenon occurring in the English classroom of junior and senior high schools.

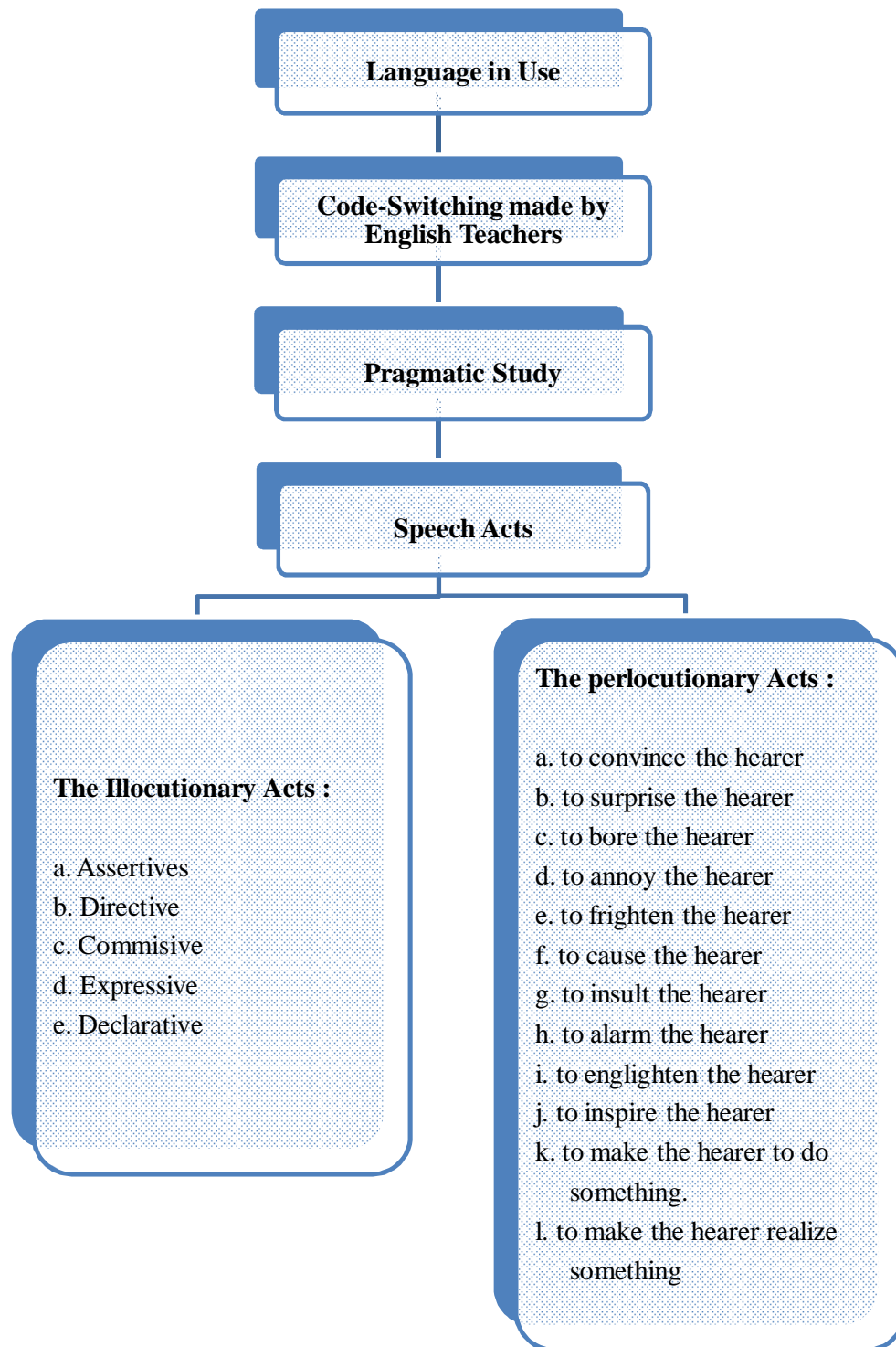
H. Conceptual framework

This research applies descriptive qualitative approach in which the researcher focuses on code-switching uttered by the English teacher in MTs Negeri 1 Sleman and the speech acts that follow the code switching, also the effect of speech acts toward students' behavior in English classroom. Analyzing the speech acts, especially the illocutionary acts, is a matter of making assumption of utterances. The researcher should know the context well in order to be able to make a good interpretation of speech acts. Since there are no single style speakers of a language, the researcher uses pragmatic point of view in interpreting the meaning of code-switching uttered by the English teachers in Mts N 1 Sleman.

To analyze the illocutionary acts in the English teacher's code-switching, the researcher adopts the framework of pragmatics. The researcher uses Searle's classification of illocutionary acts because it is based on the criterion: what the speaker wants to imply in his/her utterances. Besides, the classification of illocutionary acts suggested by Searle is more specific and detailed than those in other classifications. In his theory, Searle classifies the illocutionary acts into five basic kinds of action, namely assertive/representatives, directives, commissives, expressives, and declaratives. Furthermore, the researcher applies Austin's classification of perlocutionary acts. Those are to convince the hearer, to surprise the hearer, to bore the hearer,

to insult the hearer, to annoy the hearer, to frighten the hearer, to cause the hearer, to make the hearer to do something, and to make the hearer realize something.

I. The Analytical Construct



CHAPTER III RESEARCH METHODS

A. Type of The Research

This research used a descriptive qualitative approach which produced descriptive data. Bogdan and Biklen (1982: 39-48) say that a qualitative approach is a research bringing about the descriptive data in the form of written or oral form of the subjects of the research being investigated. Besides descriptive data, there were also quantitative data because the collected data were in the form of words instead of frequency of data. Those quantitative data only supported the descriptive data.

B. Data Source

Selinger and Shohamy (1989: 201) state that qualitative research deals with non-numerical data, usually linguistics units in oral or written. Qualitative data were taken in the form of words (spoken or written) and visual images (observed and creatively produced). The main source of the data was recorded conversations between the English teacher and the students in the English classroom. Then, the secondary source of the data was the transcript of dialogue of the English teacher's conversation. The data of this research were supported by the context in which the utterances were spoken. The objects of this research were types of speech acts found in the code-switching that was conducted by the English teacher and the effects of speech acts toward the hearer's behavior.

C. Research Instrument

Burns (1994: 925) states that the role of the researcher in qualitative approach is as an instrument. The researcher acts as the planner, data collector, analyst, the data interpreter and the reporter of the research findings (Moleong, 2001: 121).

Another instrument used in this research is the data sheet. It consisted of number, code, the data (utterances), and also types of speech acts based on Searle's and Austin's theory. The form of the data sheet was shown on the next page:

Table 1: Data Sheet of the Illocutionary Acts

No.	Utterances	The illocutionary Acts					The Percolutionary Acts												Context of Situation
		As	Di	Co	Ex	De	co	su	bo	an	fr	ca	in	al	en	ins	do	re	

Notes:

The Illocutionary Acts:

- As : Assertive
- Di : Directive
- Co : Commisive
- Ex : Expressive
- De : Declarative

The perlocutionary Acts:

- | | |
|-------------------------------|---|
| - co : to convince the hearer | - in : to insult the hearer |
| - su : to surprise the hearer | - al : to alarm the hearer |
| - bo : to bore the hearer | - en : to enlighten the hearer |
| - an : to annoy the hearer | - ins : to inspire the hearer |
| - fr : to frighten the hearer | - do : to make the hearer do something. |
| - ca : to cause the hearer | - re : to make the hearer do something. |

D. Data Collection Technique

The data in this research were collected from the conversations which contained code-switching uttered by the English teachers in Mts Negeri 1 Sleman. The data were collected by transcribing the English teacher's conversations. *Simak dan Catat* (Sudaryanto 1993: 2) and a depth observation were used as the technique in collecting the data. Finally, each utterance was recorded into data sheets.

E. Data Analysis Procedures

The process of data analysis was started when the researcher collected the data. The researcher collected the data step by step. The process of the data analysis was elaborated as follows:

1. Firstly, the researcher came to the English classroom of MTs Negeri 1 Yogyakarta and recording the English teachers' conversation.
2. Secondly, the researcher transcribed the recorded conversations of English teachers into the script of conversation.
3. Thirdly, the researcher selected word, phrases, or sentence consisting of code-switching and put it in the data cards.
4. Fourthly, the researcher categorized the data using Searle's speech acts theory and Austin's perlocutionary acts theory.
5. Fifthly, the researcher composed the result of the research.

F. The Trustworthiness

Validating the result of the research is important in any kinds of research for influencing the finding and the analysis. The analysis was not reliable if the data were not valid. According to Moleong (2001: 173 – 175), there are four criteria used to achieve trustworthiness of the data. They are credibility, transferability, dependability, and conformability.

Credibility is basically a concept of internal validity to the extent to which the findings describe the reality accurately. To achieve the credibility of the data, a deep and detailed observation on the data has been done carefully and comprehensively.

The trustworthiness was also obtained by achieving dependability. Basically, dependability refers to the stability and track ability of the changes in both data collection and data analysis. To achieve the degree of dependability, the researcher examined both process of the data collection and data analysis for consistency. In examining both data, the research questions were matched with the result of the data collection.

Conformability was also needed by the researcher to demonstrate the neutrality of the research interpretation. The aim of conformability is to measure how far the finding and the interpretation of the data are truly based on the data. Conformability refers to the extent to which the characteristics of the research are described, so that other researchers might use the result to extent their knowledge. To gain the degree of conformability, the researcher provided the data.

To achieve trustworthiness, the researcher also did triangulation to test the data and the data analysis. Lincoln and Guba (1985: 305) classify four main kinds of triangulation. They are by source, by method, by researchers or observers, and by theories. In this research, the researcher used two types of triangulation: by theories and by researchers.

Triangulation by theories was done by using more than one theory, for example, theory of speech acts by Searle and Austin in the process of analyzing the data. In triangulation by researchers, the researcher consulted the research analysis to his thesis consultants. This research was also triangulated by two students of English Education Department majoring in Linguistics.

CHAPTER 4

FINDINGS AND DISCUSSION

The purpose of this research is identifying the types of the illocutionary acts spoken by English teacher of MTs Negeri 1 Yogyakarta and describing the effects of speech acts used by English teacher toward the hearer' behavior. The data of this research are derived from the utterances which contain code-switching spoken by English teacher and the result is elaborated in the finding and discussion sections. The quantitative data which support qualitative data are presented in the finding section, while the explanation of the data is discussed deeply in the discussion section.

A. Findings

There are two parts in the findings section. The first part shows the data of the types of illocutionary acts and the second part shows the data of the effects of speech acts used by the English teacher toward hearer' behavior. Below are the details of both data.

1. Types of Illocutionary Acts Spoken by the English Teacher.

Illocutionary acts refer to what is done in uttering the word, the function of the word, and the specific purpose that the speaker has in mind. There are five classifications of illocutionary acts based on Searle's theory. Those are assertives, directives, commissives, expressive, and declaratives.

In case of illocutionary acts, the researcher observed 93 utterances which contained code-switching spoken by English teacher in MTs Negeri 1 Yogyakarta. The findings of the illocutionary acts used by English teacher are presented below in Table 2:

Table 2: Types of Illocutionary Acts Spoken by the English Teacher

No	The Illocutionary Acts	Frequency	Percentage
1	Assertives	41	44.1 %
2	Directives	46	51.6 %
3	Commisives	2	2.1 %
4	Expressives	1	1.1 %
5	Declaratives	1	1.1 %
TOTAL		93	100%

Based on Table 2, the researcher concludes that the English teacher usually used the directive function (51.6%) when she performed code-switching in teaching English. She also often used the assertive function (44.1%). Then, the next types of illocutionary acts rarely used by English teacher when she performed code-switching are commisives (2.1%). Finally, the last illocutionary acts that were very rarely used were expressive (1.1%), and declaratives (1.1%).

2. Perlocutionary Acts Used by the English Teacher toward the Hearer's Behavior.

Perlocutionary acts refer to what is done by uttering the word. In other words, it is the effects on the hearer or the hearer's reaction. Perlocutionary acts can also be viewed as psychological consequences, such as convincing, surprising, causing, annoying, inspiring, getting someone to do something or realize something, and so on. In terms of perlocutionary acts, the researcher observed 93 utterances which contained code-switching spoken by the English teacher. The findings of perlocutionary acts are shown below in Table 3:

Table 3: Perlocutionary Acts Used by the English Teacher toward the hearer's Behavior.

No	The Perlocutionary Acts	Frequency	Percentage
1	To convince the hearer	45	27.8 %
2	To surprise the hearer	4	2.6 %
3	To bore the hearer	0	0
4	To annoy the hearer	0	0
5	To frighten the hearer	0	0
6	To cause the hearer	0	0
7	To insult the hearer	0	0
8	To alarm the hearer	1	0.6 %
9	To enlighten the hearer	26	16.5 %
10	To inspire the hearer	0	0
11	To make the hearer do something	52	32.9 %
12	To make the hearer realize something	31	19.6 %
TOTAL		159	100 %

Based on Table 3, the researcher concludes that when the English teacher taught English in the classroom, she often conducted code-switching to make her hearers or students do something (32.9%). After that, in the second place, she conducted code-switching to convince her students (27.8%). Next, in the third place, there is a perlocutionary act that makes her students realize something (19.6%). Then, in the fourth place, there is a perlocutionary act that enlighten her students (16.5%). In the fifth place, there is a perlocutionary act that surprises her students (2.6%) and finally, in the last place, there is a perlocutionary act that alarms her students (0.6%). There are several perlocutionary acts which are never used by the English teacher when she conducted code-switching such as, to bore, to annoy, to frighten, to cause, to insult, and to inspire her students.

B. Discussion

1. Types of Illocutionary Acts Spoken by The English Teacher.

The types of speech acts spoken by the English teacher in her conversation have several functions. Searle (1969) classifies five types of illocutionary acts. Those are assertives, directives, commissives, expressives, and declaratives. The researcher found all types of illocutionary acts proposed by Searle. The following is the discussion of illocutionary acts in the English teacher's conversation in classroom:

a. Assertives

Assertive is a kind of speech acts that describes states or events such as stating, informing, complaining, describing, predicting, and agreeing. The first example of assertives has the function of stating. Stating is a condition when the speaker expresses something definitely and clearly in speech. Below is the example of stating:

- Teacher : Where do you usually find this kind of announcement?
 Students : Di magazine bu. Majalah majalah. Internet.Majalah dinding bu?
 Teacher : Iya tempat2 yang sering dilalui masyarakat seperti itu. ***Magazine majalah bisa yaa ,koran bisa, internet juga bisa and so on. Dan sebagainya ya.***
 Students : Yaa bu.

(Datum no. 4)

This utterance which contains code-switching began when the English teacher was explaining one of announcement texts to her students. In the end of explaining the text, she asked to the students, “Where do you usually find this kind of announcement?” Then, the students answered enthusiastically, “Di magazine bu. Majalah majalah. Internet.Majalah dinding bu?” When the situation became noisy, the teacher stated the places in which the announcements were found in order to make students understand. In this case, the teacher produced a utterance which contained code-switching to clarify the students’ answer. Therefore, this utterance belongs to assertive speech acts which have the function of stating. Another example of stating is presented below.

- Teacher : Yaa, terakhir. *Recent itu terakhir. Activity, kegiatan terakhir, terkini, terbaru.*
 Students : (Students show agreeing expression.)
 (Datum no. 72)

This English teacher's utterance happened when she explained the meaning of the announcement text on the student exercise book. She gave a question about the new word found in the text. She asked the meaning of "recent activity" in *Bahasa Indonesia*. All students answered the question enthusiastically, but only several students answered correctly. To make it clear, then, the teacher uttered, "Yaa, terakhir. Recent itu terakhir. Activity, kegiatan terakhir, terkini, terbaru." After she told the meaning, all students became quiet and showed their agreeing expression. In this case, the English teacher used assertive speech act which has the function of stating when she told the meaning of 'recent activity' to the students.

The next example of assertives has the function of informing. Informing is a condition when the speaker gives facts or information to the hearer. The following utterance which contains code-switching is the example of informing.

- Teacher : Terus *the program acaranya itu will be held, akan diadakan pada tanggal 19 April 2011, right?*
 Students : Betul bu.
 (Datum no. 34)

This utterance which contains code-switching has the function of informing. This happened when the English teacher was explaining one of the

announcement texts in the student exercise book. In the middle of explaining the text, she said to all students that “The program acaranya itu will be held, akan diadakan pada tanggal 19 April 2011.” After she gave the information to the students, she wanted to make sure that her information was right. Then she clarified to her students by asking, “Right?” The students recognized their teacher’s utterance and gave a positive response to her by saying “Betul bu”. From the utterance, it can be recognized that the code-switching done by the English teacher belongs to assertive speech acts that has the function of informing. Below is another example of informing.

Teacher	: <i>Kalo sekali once aja, ga pake times ya. Jadi once a week artinya sekali seminggu.</i>
Students	: Iyaa bu.

(Datum no. 65)

The datum number 65 happened when the English teacher discussed one of the questions in the student exercise book. At that time, the teacher asked students to answer the question. There were four possible answers and the students had to choose the correct ones. All students tried to guess the correct answer but it seemed so hard for them. Then, the English teacher recognized this condition. Therefore, she told the meaning of the possible answers. She said, “Kalo sekali once aja, ga pake time ya. Jadi once a week artinya sekali seminggu.” After the teacher told the meaning, the students could easily answer the question. In this case, when the English teacher directly told the meaning of the possible answers, she used the assertive speech act which has the function of informing.

The next example of assertives has a function as describing. Describing refers to giving an account in words of someone or something. Below is the example of assertives which is describing.

Teacher : *Di saku of the seat. Di saku tempat duduk in front of you. Tempat duduk di depanmu ya.* Jadi tempat duduknya kan berderet kebelakang, kalo kita duduk di nomer2 berarti pocket seat-nya ada di kursi nomer satu tapi dibagian belakangnya. Paham ya?
 Students : Paham bu.

(Datum no. 11)

This conversation began when the English teacher was explaining the text to her students. She wanted to describe the pocket seat in a plane. She said to the students, “Di saku of the seat. Di saku tempat duduk in front of you. Tempat duduk di depanmu ya. Jadi tempat duduknya kan berderet kebelakang. Kalo kita duduk di nomer 2 berarti pocket seat-nya ada di kursi nomer satu tapi dibagian belakangnya. Paham ya?” After the teacher described the pocket seat, she asked the students whether they understood or not. Then, the students answered, “Paham bu.” From the English teacher’s utterance, it is clear that she tried to describe something. Therefore, the code-switching that is done in the English teacher’s utterance has the function of describing.

The last example of assertives has the function of agreeing. Agreeing means having the same opinion about something. Below is the example of assertives which is agreeing.

Teacher : Iya, *sabuk pengaman safety belt* juga bisa.
 Students : (students show agreeing expression)

(Datum no. 4)

This utterance happened when the English teacher asked about the meaning of the safety belt to the students. As usual, every student had their own answer but one of the students answered the question correctly. The English teacher realized that one of the students answered correctly; thus she said, "Iya, *sabuk pengaman safety belt* juga bisa." Then, after the English teacher said that, other students showed their agreeing expression. By using assertive speech acts, the English teacher wants to show her agreement to the student's answer. Therefore, this utterance has the function of agreeing.

b. Directives

According to Yule (1996: 53) directive is a kind of speech acts that speakers use to get someone else to do something. This kind of speech acts has its function, such as commanding, ordering, requesting, demanding, questioning, and etc. Commanding refers to having the authority to give orders to the hearer. Below is the example of code-switching which has the function of commanding.

Teacher : *Coba adit dibaca yang keras. Read it loudly!* "the meaning of announcement"
 Student (Adit) : Announcement itu pengumuman bu.
 Teacher : Ya, terus lanjutkan teksnya.

(Datum no. 2)

This dialogue happened when the English teacher wanted to discuss the text on the student exercise book. When she began to discuss, she found her students having other discussions with their friends. The teacher felt a little bit angry. Therefore, she asked one of her students to read the meaning of announcement. The student responded to her command by reading the text. When the student was reading the text, others were listening carefully. In this case, code-switching done by the English teacher uses a speech act which has the function of commanding. The following is another example of commanding.

Teacher : *Coba check your dictionary! Kamusnya dicek.*
 Students : (do what teacher asks)

(Datum no. 26)

This dialogue happened when students could not understand the meaning of the new word found in the announcement text given to them. At that time, the teacher asked about the meaning of the new word to the students. Firstly, she asked the students to guess the meaning of the new words from the context, but from this way, the students could not get the meaning. The English teacher recognized this condition and finally, she gave a command to the students by saying, “Coba check your dictionary! Kamusnya dicek.” From her utterance, the English teacher has an expectation that the students do what she asked. Therefore, this utterance belongs to directive speech acts that has the function of commanding

The next example of directives has the function of questioning. Questioning is a condition when the speaker asks a question to the hearer. The following is the example of questioning.

Teacher : *How can the students join the competition? How bagaimana murid dapat mengikuti lomba itu? Caranya bagaimana?*
 Students : Menghubungi ida bu.
 (Datum no. 23)

This teacher's utterance which contains code-switching has the function of questioning. It happened when the English teacher finished discussing the text. She gave a question to the students. She asked to students, "How can the students join the competition? How bagaimana murid dapat mengikuti lomba itu? Caranya bagaimana?" Then, the students answered, "menghubungi ida bu." In this case, the students answered the teacher's question as a response to the teacher's speech act which has the function of questioning. Below is another example of directive speech acts which has the function of questioning.

Teacher : They are, they disitu, *what does the word they refer to? Kata they itu mengarah kemana itu?*
 Students : Acaranya bu.
 (Datum no. 33)

At that time the English teacher was discussing one of the questions in the text. The question was about pronoun. Pronoun is a common thing used in a text but it is still hard for students to recognize pronoun. Therefore, the English teacher asked to students," They are, they disitu, what does the word they refer to? Kata

they itu mengarah kemana itu?” The English teacher asked this question to the students in order to make them understood pronouns. In this case, when she asked a question to the students, she used the directive act which has the function of questioning.

Another example of directive acts has the function of requesting. Requesting is a condition when the speaker asks for something politely to the hearer. Below is the utterance which has a function as requesting.

Teacher	: Yes, three, what are they? Martin, apa saja tadi? <i>In English please! Pake bahasa Inggris.</i>
Students	: English speech contest, English story telling contest, sama. . . . Hahaha lupa.

(Datum no. 37)

This utterance happened when the English teacher was discussing one of questions in the student exercise book. At that time, she asked one of her students to mention the answer of the question. The English teacher wanted the students to mention the answer using English. She said, “Yes, three, what are they? Martin, apa saja tadi? In English please! Pake bahasa Inggris.” The student, then, mentioned the answer to the question by using English, but he could not mention completely. By saying that utterance, the English teacher applied a speech act which has the function of requesting.

c. Commisives

Yule (1996 : 53) states that commissive is a kind of speech acts that the speakers use to commit themselves to do some future actions. In other words, this

act commits the speaker to do something in the future such as promise, a threat, or an offer. The first example of commissives found in the English teacher's conversation has the function of planning. Planning is a condition when the speaker decides on and arranging in advance. Below is the example of planning.

Teacher : *Now, we are going to learn about announcement. Sekarang kita akan mempelajari tentang announcement.* What is announcement?
 Students : Pengumuman.

(Datum no. 1)

The above dialogue happened in the beginning of the lesson. The English teacher began the lesson by saying good morning to all students and asking about their condition. After that, she checked the attendance of students. Then, after she checked the attendance of students, the English teacher wanted to start the lesson. She said to all students, "Now, we are going to learn about announcement. Sekarang kita akan mempelajari tentang announcement. What is announcement?" by saying that utterance, the English teacher conducted a commissive speech act which intends to do something or that an event should happen. This speech act has the function of planning.

Then, the second example of the commissive acts has the function of promising. Promising is a condition when the speaker says to hearer that he/she will do something in the future. The following is the example of promising.

Teacher : Sebentar, saya mau ke ruang guru dulu ya. *Secepatnya saya kembali. I'll be back soon.* So wait here!
 Students : Iya bu.

(Datum no. 78)

This utterance happened in middle of the class discussion. At that time, the English teacher was explaining one of the announcement texts to the students. Suddenly, another teacher came to the class and talked to the English teacher. He said that there was a person who wanted to meet the English teacher and that person was waiting in teacher room. Therefore, the English teacher said to students, "Sebentar, saya mau ke ruang guru dulu ya. Secepatnya saya kembali. I'll be back soon. So wait here!" By saying that utterance, the English teacher wanted to tell to the students that she promises to be back to the classroom as soon as possible. From this utterance, it can be indicated that she conducted a speech act which has the functions of promising.

d. Expressive

Yule (1996: 53) states that expressive is a kind of speech acts that states what the speaker feels. It can be in the form of a statement of pleasure, dislike, likes, and also in the form of an expression to thank, to apologize, and etc. Below is the only example of expressive acts found in the English teacher's utterances which contain code-switching. This example of expressive has the function of pleasure.

Teacher : What is flood? Kira-kira apa hayo?
 Students : Banjir bu. Bludak banyune.
 Teacher : *Iya betul. Right!* Banjir yaa.

(Datum no. 27)

The datum number 27 happened when the English teacher gave a question to the students. She was explaining the possible answers and then asked students the meaning one of the possible answers. She asked the meaning of terrible flood. The English teacher said, "What is flood? Kira-kira apa flood?" The students answered, "Banjir bu. Bludak banyune." The answer of students was correct. Therefore, the English teacher wanted to express her feeling by saying, "Iya betul. Right! Banjir yaa." In this case, the English teacher said that utterance to indicate that she is pleasure with students' answer. Thus, this utterance has the function of pleasure.

e. Declarative

According to Yule (1996: 53) declarative is a kind of speech acts that change the world via the words (utterance). Declarative act has certain functions such as naming, resigning, dismissing, excommunicating, and sentencing. There is only one utterance found in the English teacher's utterances considered as declarative acts. This utterance has a function as sentencing. Below is the example of sentencing.

Teacher : Oke, pertanyaannya sudah habis ya. *Dah selesai. Finish!*
 Students : Iya bu.

(Datum no. 93)

This dialogue happened in the end of the lesson. At that time, all questions about the announcement text in the student exercise book have been finished. To clarify it, the English teacher said to all students, "Oke, pertanyaannya sudah habis ya. Dah selesai.Finish!" and then the students gave a response, "Iya bu." From this utterance, the English teacher wanted to declare to students that the lesson ended because all questions on the student exercise book have been discussed and answered. When the English teacher said that utterance, she used a declarative act which has the function of sentencings.

2. Perlocution Acts Used by English Teacher toward the Hearer's Behavior

Perlocutionary act deals with bringing the effect on the hearer by means of uttering the sentence. Austin (1962: 119) classifies the effects of perlocutionary acts into twelve kinds. Those are to convince the hearer, to surprise the hearer, to bore the hearer, to annoy the hearer, to frighten the hearer, to cause the hearer, to insult the hearer, to alarm the hearer, to enlighten the hearer, to inspire the hearer, to make the hearer do something, and to make the hearer realize something. From twelve kinds of effects of perlocutionary act, the researcher only found six kinds in this research. These are the discussion of perlocutionary acts used by English teacher toward the hearer's behavior:

a. To convince the hearer

The first kind of perlocutionary acts that was discussed was to convince the hearer. Convincing refers to a condition when the speaker at this term tries to

make the hearer feels certain that something is true through the speech (Austin, 1962: 120). Below is the example of English teacher's utterance that has the effect of convincing.

Teacher : *Teach mengajar. Teacher itu orang yang mengajar, jadi dia guru.* Nah kalo announcer artinya? Orang yang mengumumkan. Trus officer? Kalo office, kantor. kalau officer?
 Students : Ooww, pekerja ya bu.

(Datum no. 17)

The English teacher said that utterance, when she was explaining one of the questions in the student exercise book. At that time, she wanted to show the relation between noun and verb because the students still found hard to know the meaning of the new word from the context. Then, she tried to give example to the students by saying, "Teach mengajar. Teacher itu orang yang mengajar, jadi dia guru. Nah kalo announcer artinya? Orang yang mengumumkan. Trus officer? Kalo office, kantor. Kalau officer?" From her utterance, the English teacher wanted to make students understand that the word "teacher" is derived from the word "teach". Then finally, the students showed that they understood by saying "Ooww, pekerja ya bu." According to the Austin theory, this English teacher's utterance is categorized as to convince the hearer.

b. To surprise the hearer

To surprise means making the hearer feel surprised through the speaker's utterances. Therefore surprising is the condition when the speaker brings the

hearer to the emotion aroused by something sudden or unexpected (Austin, 1962: 120). The following is the example of surprising.

Teacher : *What is the similar meaning? Similar meaning itu apa artinya? Yulio!*

Student(Yulio): Synonym bu.

(Datum no. 66)

This utterance happened when the English teacher finished discussing the text. After she finished discussing the text, she asked the students to answer the question. Before the students answered the question, the English teacher wanted to make sure that her students understand the question about. Therefore, she asked a question to one of the students, “What is the similar meaning? Similar meaning itu apa artinya? Yulio!” This utterance made one of students surprised. Even the student got surprised; he still answered the English teacher’s question correctly. In this case, the English teacher used that utterance to make her students surprised.

c. To alarm the hearer.

Austin (1962: 121) states that alarming the hearer is a condition in which the speaker says something to make the hearer know the speaker’s fear which is caused by expectation of danger. The example of alarming happens in this utterance:

Teacher : *The website, website tersebut provide. Apa provide hayo?*

Students : Emmm, mengadakan bu.

(Datum no. 70)

This utterance happened in a situation when the students began guessing the meaning of the new word found in the text. The students' conversation in the class made the situation noisy. The problem was not only the noisy situation, but also their wrong guessing. Therefore, the English teacher asked to the students with a high intonation, "The website, website tersebut provide. Apa provide?" This English teacher's utterance made the students quite and think. When the students thought, they realized that their teacher tried to alarm them. In this case, the English teacher used a high intonation utterance to alarm the students that their guessing about the new word was wrong.

d. To enlighten the hearer

To enlighten the hearer is a condition in which the speaker gives some spiritual and intellectual insight to the hearer (1962: 121). Following is the example of enlightening:

Teacher	: <i>Tulis, inconvenience artinya tidak nyaman. We are sorry for inconvenience. Kami minta maaf atas ketidak-nyamanan.</i>
Students	: (students do what teacher asks.)

(Datum no. 80)

This utterance happened when the English teacher was explaining the meaning of a sentence in the announcement text. At that time the students was trying to find the meaning of "inconvenience" by guessing from the context. The English teacher found that her students were getting confused. Then, to help her

students, she told the meaning of “inconvenience” directly to students. The English teacher also asked the students to write the meaning of the new word in their book. This will made the students always remember the meaning of the new word. By giving the meaning of the new words directly to the students, the English teacher has used her utterance to enlighten her students.

e. To make the hearer realize something

This term is a condition when the speaker expects the hearer to know or to think deeper about something beyond the statement spoken by the speaker (Austin, 1962: 122). The example of making the hearer realize something is:

Teacher	: <i>Now, thirty three, nomer tiga tiga!</i>
Students	: (Pay attention to number thirty three)

(Datum no. 90)

This dialogue happened when the English teacher wanted to start discussing the next question. At that time the students still had conversations about previous questions with their friends and this condition automatically made the classroom become noisy. To solve this condition, the English teacher said to the students with high intonation, “Now, thirty three, nomer tiga tiga!” Because of her utterance, the students became quiet and paid attention to the next question. Through her statement, the English teacher wanted to make her students realize that question number thirty three would be discussed.

f. To make the hearer do something

This is the last effect that discusses. This effect refers to the way to make the hearer do something. By saying this utterance, the speaker expects the hearer to do something (Austin, 1962: 122). The example of making the hearer do something is presented below:

Teacher : *The underlined word, kata yang digaris bawah means, artinya?*

Students : Berdiskusi ibu.

(Datum no. 91)

This dialogue happened when the English teacher finished in discussing one of announcement texts. After she finished discussing the text, the English teacher began to discuss the questions related with the text. The first question was asking about the similar meaning. Before the students answered the question, the English teacher wanted to know that the students knew the meaning of the underlined word. Therefore she asked, “The underlined word, kata yang digaris bawah means, artinya?” From this utterance, the English teacher wanted the students to do something that was answering her question.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter contains two parts. The first part is conclusion and the second part is suggestion. The first part contains the summary of the research which is related to the formulation and the objectives of the problem in this study. Then, the second part is suggestion which provide some suggestions for students and other researchers.

A. Conclusions

Based on the findings and discussion of the research, some conclusions are presented below:

1. The data of this research are classified based on the theory of speech acts that are proposed by Searle. The findings of this research show that there are five types of speech acts found in English teacher's conversation in classroom which contains code-switching. Those types of speech acts are Assertives, Directives, Commisive, Expressive, and Declarative. The percentages of each types of speech acts are Assertives (44.1%), Directives (51.6%), Commisives (2.1%), Expressives (1.1%), and Declaratives (1.1%). From the percentage, directive speech acts get the highest percentage. It means that the English teacher of Mts Negeri 1 Yogyakarta mostly uses directive speech acts in doing code-switching. This indicates that the English teacher of Mts Negeri 1 Yogyakarta conducts code-switching to make her commands or orders to students clear.

2. In the English teacher's conversations in the classroom which contains code-switching, the findings reveal six from twelve types of perlocutionary acts used by the English teacher of Mts Negeri 1 Yogyakarta. Those types are to convince the hearer, to surprise the hearer, to alarm the hearer, to enlighten the hearer, to make the hearer do something, and to make the hearer realize something. the percentages of each types of perlocutionary acts are to convince the hearer (27.8%), to surprise the hearer (2.6%), to alarm the hearer (0.6%), to enlighten the hearer (16.5%), to make the hearer do something (32.9), and to make the hearer realize something (19.6%). From the percentage result, it shows that to make the hearer do something get the highest percentage. It indicates that the English teacher of Mts Negeri 1 yogyakarta mostly conducts code-switching to make the hearer do something. in this case, the hearer is the students in classroom.

B. Suggestions

From the conclusion above, the researcher gives some suggestions to the followings:

1. To the students

It is suggested to the students especially those majoring in linguistics to learn more about pragmatics, especially in speech acts. It is expected that students can get more knowledge about speech acts that are reflected in their daily communication.

2. To the lecturers and the English teachers

It is suggested to them who teach English to see the result of this research.

They can get more additional knowledge about language use in pragmatics especially speech acts found in code-switching that lecturers and English teachers do when they teach English.

3. To other researchers

Because of the limitation of the researcher, it is suggested that other researchers to conduct their investigation in the similar field related to speech acts but on other objectives. It is expected that the knowledge of speech acts will be more developed.

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THE ANALYSIS OF THE DATA

Datum No.	Utterances	The illocutionary Acts					The Percolutionary Acts												Context of Situation
		As	Di	Co	Ex	De	co	su	bo	an	fr	ca	in	al	en	ins	do	re	
1	<p>Teacher: <i>Now, we are going to learn about announcement. Sekarang kita akan mempelajari tentang announcement.</i> What is announcement?</p> <p>Students: Pengumuman</p>			√			√											√	Teacher is going to start the lesson. She wants to explain to her students about what will learn today. The students are interested.
2	<p>Teacher: <i>Coba adit dibaca yang keras. Read it loudly</i> “the meaning of announcement”</p> <p>Students: Announcement itu pengumuman bu.</p> <p>Teacher: Ya, terus lanjutkan teksnya.</p>		√					√										√	Teacher asks one of her students to read the text. The student accepts it.
3	<p>Teacher: <i>Where can you usually find</i></p>		√														√	√	Teacher asks students to answer her question.

	<p><i>the announcement in oral?</i> Maksudnya pengumuman yang lewat speaker itu biasanya dapat kamu temukan dimana?</p> <p>Students: Di masjid bu, ditaman juga. Oh enggak di Mall.</p>																	
4	<p>Teacher: Where do you usually find this kind of announcement?</p> <p>Students: di magazine bu. Majalah majalah. Internet. Majalah dinding bu?</p> <p>Teacher: Iya tempat2 yang sering dilalui masyarakat seperti itu. Magazine, Majalah bisa yaa, Koran bisa. Internet juga bisa and soon. Dan sebagainya ya.</p> <p>Students: Yaa bu.</p>	√					√											<p>Teacher wants to tell to students that the word “and soon” has the same meaning with “<i>dan sebagainya</i>” in Indonesia</p>

5	<p>Teacher: Sekarang perhatikan text for question number 1 up to 3 ya. <i>Listen to me carefully. Dengarkan saya ya.</i></p> <p>Students: (students listen to their teacher)</p>		√													√	Teacher asks students to listen carefully to her, because she wants to explain something important.
6	<p>Teacher: Welcome, <i>apa artinya itu? What's the meaning?</i> Selamat datang di . . .</p> <p>Students: Di nusantara airway bu.</p>		√											√		√	By switching her language, the teacher wants students to answer her question.
7	<p>Teacher: <i>And don't smoke, dilarang merokok.</i> Read carefully the card on the passenger safety. Kartu apa itu kira2?</p> <p>Students: (students realize something)</p>	√					√							√			The teacher is reading a text. She switches her language in the middle of a utterance, because she wants to clarify that “don't smoke” is “ <i>dilarang merokok.</i> ”
8	<p>Teacher: <i>You will find this, kamu akan menemukan ini.</i> Maksudnya apa?</p>	√					√									√	The teacher wants to make her students realize something by switching her language.

	Menemukan apanya? Students: Kartunya bu																	
9	Teacher: <i>This dilingkari, ditarik baris kedepan ke passenger safety.</i> Students: Iya bu.		√														√	The teacher asks students to underline the word “this” and “passenger safety” in the text. These words are connected each other.
10	Teacher: This refers to passenger safety. Card on passenger safety. <i>Nah, this ini maksudnya kartu keselamatan penumpang tadi ya.</i> Kamu akan menemukan ini, in the pocket . . . Students: Di saku		√					√									√	The teacher wants to clarify that “this” refers to “ <i>kartu keselamatan</i> ”. The students understand what teacher wants.
11	Teacher: <i>Disaku of the seat. Disaku? Disaku tempat duduk in front of you. Tempat duduk di depanmu ya.</i> Jadi tempat duduknya kan berderet		√					√									√	The teacher wants to explain the meaning of the text to the students by switching her language.

	kebelakang, kalo kita duduk di nomer 2 berarti sakunya ada di kursi nomer 1 tapi dibagian belakangnya. Paham ya? Students: Paham bu.																	
12	Teacher: No. no. heard? <i>Dari kata hear. Listen. Apa listen?</i> Students: Mendengarkan		√											√		√		The teacher helps students to answer the question by give clues. She switches her language to make it easy.
13	Teacher: <i>Apakah in the airport, di bandara nya? Ataukah di waiting room-nya? Ruang tunggu nya?</i> Students: Ruang tunggu bu.		√													√		The teacher wants to ask students to answer her question.
14	Teacher: Iya, <i>sabuk pengaman safety belt</i> juga bisa. Students: (students show agreeing	√					√										√	The teacher clarifies that “ <i>sabuk pengaman</i> ” is seat belt.

	expression)																		
15	Teacher Nah dah ya. Berarti <i>what is the answer number one?</i> <i>Apa jawabnya?</i> Students: Plane.		√														√		The teacher wants to make sure that students answer question number one.
16	Teacher: Ide pokok ya. Ide pokok dari bacaan itu <i>menjelaskan, explain about? Menjelaskan tentang. . .</i> Students: Yang A.		√											√			√		The teacher wants students to answer her question.
17	Teacher: <i>Teach mengajar. Teacher itu orang yang mengajar, jadi dia guru.</i> Nah kalo announcer artinya? Orang yang mengumumkan. Trus officer? Kalo office, kantor. Kalo officer? Students: Oowww, pekerja ya bu.	√						√							√		√		The teacher helps students to answer the question by giving clues.
18	Teacher:	√						√										√	The teacher is

	<p><i>Tomorrow besok merupakan the last day.</i></p> <p>Students: (students show agree expression)</p>																	explaining one of sentences in the text.
19	<p>Teacher: <i>Tomorrow is the last day, hari terakhir untukmu to join. Join?</i></p> <p>Students: Mengikuti</p>	√														√		The teacher is explaining one of sentences in the text.
20	<p>Teacher: Bergabung <i>English debate completion. Lomba debat...</i></p> <p>Students: Lomba debat bahasa Inggris</p> <p>Teacher: Iyaa lomba debat.</p>		√											√		√		The teacher helps students to answer the question by giving clues.
21	<p>Teacher: <i>Hubungi contact ida</i>, kelas 8A.</p> <p>Students: Yaa..</p>	√					√											The teacher clarifies that “ <i>hubungi</i> ” is contact in English.

22	<p>Teacher: English club competition. Lomba kelompok bahasa Inggris.</p> <p>Students: (students show agreeing expression)</p>	√					√											The teacher clarifies that English club competition is “ <i>lomba kelompok bahasa Inggris.</i> ”
23	<p>Teacher: How can the students join the competition? How bagaimana murid dapat mengikuti lomba itu? Caranya bagaimana?</p> <p>Students: Menghubungi ida</p>		√													√		The teacher
24	<p>Teacher: Garuda Indonesia Airway. Attention, the flight number EG-595 to Samarinda will be delayed due to the bad weather. Penerbangan nomer EG-595 dengan tujuan Samarinda, will be delayed, akan ditunda due to the bad weather, sehubungan dengan cuaca</p>	√					√										√	The teacher is explaining the text that is given to the students.

	buruk. Students: (Listen carefully to the teacher.)																	
25	Teacher: Question number 6, <i>why will flight number EG-595 be delayed? Mengapa penerbangan EG-595 harus ditunda? Karena. . .</i> Students: Cuaca buruk bu. . Teacher: Ya, <i>bad weather cuaca buruk.</i>		√											√		√		The teacher asks her students to answer the question and also she wants to clarify that “bad weather” is “ <i>cuaca buruk</i> ” in Indonesia.
26	Teacher: <i>Coba check your dictionary! Kamusnya dicek.</i> Students: (do what teacher asks)		√				√									√		Students find some difficult words. Thus, the teacher asks them to find those words in dictionary.
27	Teacher: What is flood? Kira-kira apa hayo?				√		√										√	The teacher wants to show her strongly agree expression to her students because the students answer her

	Students: Banjir bu. Bludak banyune Teacher: <i>Iya betul, right.</i> Banjir ya.																	question correctly.
28	Teacher: <i>Lalu terrible? Banjir yang terrible?</i> Students: Yang besar? (<i>students are thinking</i>) Teacher: No, bukan. Ayoo apa?		√											√		√		The teacher wants students to answer her question and she also gives a clue to encourage the students.
29	Teacher: yang A, <i>to describe the flight condition. Menggambarkan kondisi penerbangan. Atau yang B, to entertain the reader, menghibur pembaca?</i> Students: Emmm, yang A bu.	√												√		√		The teacher wants to explain the two possible answers. She asks her students to choose the correct one.
30	Teacher: Announcement, <i>to all students of Islamic junior</i>	√					√									√		The teacher explains the meaning of the text given to the students.

	<i>high school Kebumen 1. Untuk semua siswa SMP Islam Kebumen 1 ya. To celebrate nasional education day. Apa sih nasional education day?</i> Students: Hari pendidikan. . .																		
31	Teacher: OSIS right. <i>OSIS will hold some interesting program. Akan mengadakan beberapa program interesting?</i> Students: Menghibur, menarik bu. Teacher: Yes, right.		√				√										√		The teacher asks students to answer her question.
32	Teacher: Program yang menarik. <i>They are mereka adalah English speech contest, English story telling contest and wall magazine competition.</i> Mereka apa aja?	√					√										√		The teacher asks her students to answer her question.

	Students: Lomba pidato, lomba bercerita, dan majalah dinding bu.																	
33	Teacher: They are, they disitu, <i>what does the word they refer to?</i> <i>Kata they itu mengarah kemana itu?</i> Students: Acaranya bu.		√													√		The teacher asks her students to answer her question.
34	Teacher: Terus <i>the program acaranya itu will be held, akan diadakan pada tanggal 19 April 2011, right?</i> Students: Betul.	√					√										√	The teacher wants to know whether her students understand or not?
35	Teacher: Semua kelas harus ikut berpartisipasi dalam acara dan should report. Harus melapor to their teachers. Yaa guru-gurunya masing-masing. For detail information, untuk informasi		√														√	The teacher asks students to answer her question.

	<p>detail, please contact silahkan hubungi Mrs. Nasifah. Question number 8, the text is about? Bacaan itu tentang apa kira-kira tadi?</p> <p>Students: Yang A, B, program?</p>																	
36	<p>Teacher: Ya benar, sekarang yang number nine, nomer sembilan. Mas, diartikan ya? How many kind. .</p> <p>Students: berapa banyak jenis perlombaan yang akan diadakan sekolah?</p>	√				√										√		The teacher clarifies that we are going to answer number nine.
37	<p>Teacher: Yes, three, what are they? Martin, what are they? Apa saja tadi? In English please! Pake bahasa Inggris.</p> <p>Students: English speech contest, English story telling contest, sama. . . hahaha.</p>		√													√		The teacher asks one of students to answer question and also asks him to use English.

38	<p>Teacher: Yaa wis, octa diulangi. <i>What are three kinds of competition? Apa tiga jenis lomba yang dilombakan tadi?</i></p> <p>Students: Sama kayak Martin bu, Cuma ditambah wall magazine competition.</p>	√																	The teacher asks one of students to answer question.
39	<p>Teacher: ya. Lanjut, <i>the next text, text selanjutnya.</i> Attention please. To all students of MTs Maarif Sempor, untuk semua siswa-siswa MTs Maarif Sempor.</p> <p>Students: (students show agreeing expression)</p>	√					√											√	The teacher asks students to go on to the next text.
40	<p>Teacher: Iya sehubungan dengan <i>the renovation of our building. Merenovasi gedung, bangunan kita.</i> The library will be closed?</p>	√					√												The teacher clarifies that “the renovation of our building” is “merenovasi gedung / bangunan kita”.

	Students: Akan ditutup selama lima hari																	
41	Teacher: Bima, ayo Bim! <i>Why the library will be closed? Why, mengapa?</i> Students: Mengapa perpustakaan akan ditutup bu.		√											√		√		The teacher asks students to answer her question.
42	Teacher: <i>How long will the library be closed? Berapa lama perpustakaan ditutup? Berapa lama?</i> Students: Five days Teacher: Ya betul, right.		√													√		The teacher asks students to answer her question.
43	Teacher: <i>To all scout member, untuk semua anggota pramuka ya.</i> Students: (Listen to the teacher and	√					√											The teacher clarifies that “to all scout member” is “ <i>untuk semua anggota pramuka</i> ” in Indonesia.

	show agreeing expression)																	
44	<p>Teacher: <i>We are going , kita akan go camping, pergi berkemah at widoro camping ground. Kita akan pergi berkemah di bumi perkemahan widoro from dari tanggal 20 samapi 22 juni 2011 ya. The contribution is seratus ribu rupiah.</i></p> <p>Students: Biaya kontribusinya 100 ribu rupiah.</p>	√					√											The teacher is explaining the meaning of the text given to the students.
45	<p>Teacher: Number fifteen, <i>who wrote the announcement? Siapa yang menulis pengumuman?</i></p> <p>Students: The chief bu.</p>		√													√		The teacher asks students to answer her question.
46	<p>Teacher: Now number sixteen. <i>How long will the camping be held? Berapa lama camping akan diadakan?</i> Tanggal</p>		√													√		

	berapa mulainya? Students: Tanggal 20 sampai 22																	
47	Teacher: <i>Please bring your Arabic dictionary. Silahkan bawa Arabic dictionary, kamus bahasa arab on Monday, 23 January, pada senin 23 January 2013. We will use it, kita akan?</i> Students: Menggukannya.		√				√							√		√		The teacher explains the text and after that she asks students to answer her question.
48	Teacher: <i>Yaa. Bring your dictionary. Suruh bawa kamus. Untuk apa? what for?</i> Students: Untuk belajar bu.		√				√									√		The teacher clarifies that “bring your dictionary” is “bawa kamus”. Then she give students a question.
49	Teacher: Now question number nineteen, pertanyaan nomer 19. <i>What is Mrs. Suparmi? Kira-kira menurut kamu bu suparmi itu siapa?</i>		√													√		The teacher asks students to answer her question.

	Students: Guru bahasa arab																	
50	Teacher: Number twenty, <i>when should the students bring their dictionary? Kapan murid seharusnya membawa kamus?</i> Students: Senin bu, senin.	√														√		The teacher asks students to answer her question.
51	Teacher: <i>To all scout members. Untuk semua anggota pramuka.</i> Join our camping activity at widoro. Apa join? Students: Mengikuti.	√					√										√	The teacher clarifies that “to all scout member” is “ <i>untuk semua anggota pramuka</i> ” in Indonesia.
52	Teacher: <i>Our camping activity, kegiatan berkemah at widoro from twenty up to twenty three February, dari tanggal 20 hingga 23 februari 2012.</i> Don't miss it.	√					√											The teacher is explaining the text given to the students.

	Students: (listen carefully to the teacher)																	
53	Teacher: <i>Apa artinya? What is the meaning?</i> Don't miss it? Jangan. . . Students: Lewatkan		√											√		√		The teacher asks students to answer her question.
54	Teacher: Twenty one, <i>who is the announcement for?</i> <i>Pengumuman ini untuk siapa?</i> Jawabnya? Students: All scout member		√													√		The teacher asks students to answer her question.
55	Teacher: <i>So camping committee is panitia perkemahan. Ditulis yaa.</i> Students: Yes bu.		√											√		√	√	The teacher asks students to write and also clarifies that "camping committee" is " <i>panitia perkemahan</i> " in Indonesia.
56	Teacher: <i>Attention itu perhatian yaa. Perhatian untuk all</i>	√					√										√	The teacher is explaining the text that is given to the students.

	<p><i>students, untuk semua murid. There will be a meeting. There, akan diadakan a meeting, rapat at ten a.m. jam sepuluh pagi.</i></p> <p>Students: (Listen carefully to the teacher)</p>																	
57	<p>Teacher: Lanjut, go on. Remember keep study at home. You, kamu putri.</p> <p>Students: Ingatlah apa yaa bu?</p>		√													√		The teacher asks students to go on to the next section.
58	<p>Teacher: Remember, ingatlah, keep study at home. Kemaren sudah dijelaskan di pertemuan-pertemuan sebelumnya ya. Keep itu apa hayoo?</p> <p>Students: Ada. Selalu. Barang?</p>	√					√									√		The teacher clarifies to the students that “remember” is “ingatlah” in Indonesia.
59	<p>Teacher: What is the purpose of the</p>		√													√		The teacher asks students to answer her question.

	<p><i>announcement? Apa tujuan pengumuman itu?</i></p> <p>Students: (thinking)</p>																	
60	<p>Teacher: <i>C, to inform about teacher's meeting. Untuk menginformasikan tentang rapatnya guru?</i></p> <p>Students: Emmm, ya itu bu.</p>	√												√			√	By switching her language, the teacher wants to know that her students answer correctly.
61	<p>Teacher: We go to the next text. <i>Announcement, to eight grade students, untuk murid kelas 8. Grade itu artinya kelas yaa.</i></p> <p>Students: (Listen carefully to teacher)</p>	√					√										√	The teacher is explaining the meaning of the text that is given to the students
62	<p>Teacher: Yaa, les atau kursus bahasa Inggris akan dimulai bulan Agustus setiap hari senin, rabu , dan jumat jam 4 siang in our laboratory, di</p>	√												√			√	The teacher asks students to answer question and also give a clue to encourage them to answer.

	laboratorium kita. Ada our-nya berarti kita. <i>For more information please contact. Untuk informasi lebih. . .</i> Students: Lebih lanjut																	
63	Teacher: Untuk informasi lebih lanjut, <i>please contact your English teachers, silahkan hubungi guru bahasa Inggrismu. Instructor, pelatih, Pembina, Mrs. Yuli.</i> Students: (Listen carefully to the teacher)	√					√										√	The teacher is explaining the text.
64	Teacher: Yaa, <i>five times a week, lima kali seminggu</i> . Kalau 2 kali sehari? Twice a . . . Students: Twice a week.	√					√										√	The teacher asks students to answer the question and also give a clue to encourage them to answer.
65	Teacher: <i>Kalo sekali once aja, ga pake time ya. Jadi once a</i>	√					√										√	The teacher clarifies that “once a week” is “ <i>sekali seminggu</i> ” in Indonesia.

	<i>week. Sekali seiminggu.</i> Students: Yaa bu.																		
66	Teacher: <i>What is the similar meaning? Similar meaning itu apa artinya? Yulio!</i> Students: Synonym bu.		√					√									√		The teacher asks students to answer her question.
67	Teacher: <i>Kalau meeting pertemuan. Kalau meet bertemu yaa.</i> Students: Iya bu.	√						√							√			√	The teacher clarifies that “meeting is <i>pertemuan</i> ” and “meet is <i>bertemu</i> ”.
68	Teacher: Now, the next text. <i>Our school website yaa. Website sekolah kita. To all students, untuk semua murid.</i> Students: (Listen to the teacher.)	√													√			√	The teacher is explaining one of sentences in the text given to the students.
69	Teacher: The school has launched. <i>Launch, apa launch?</i>		√														√		The teacher asks students to answer her question.

	<i>Pernah dengar launching?</i> Students: Pembukaan? Pengeluaran?																	
70	Teacher: <i>The website, website tersebut provide. Apa provide?</i> Students: Emmm, mengadakan bu.		√											√			√	The teacher asks students to answer her question.
71	Teacher: <i>Website tersebut menyediakan kamu with much information, dengan banyak informasi tentang sekolah kita.</i> Students: (Students show agreeing expression.)	√					√							√				The teacher explains the text that is given to the students.
72	Teacher: Yaa, terakhir, <i>recent itu terakhir. Activity, kegiatan terakhir, terkini, terbaru.</i> Students: (Students show agreeing expression.)	√					√										√	The teacher clarifies that “recent activity” is “ <i>kegiatan terkini</i> ” in Indonesia.

73	<p>Teacher: <i>Plan, planning? Apa planningmu kedepan?</i></p> <p>Students: Tumbuhan, bukan. rencana bu.</p>		√												√		√	The teacher asks students to answer her question and she also give a clue to help students to answer the question.
74	<p>Teacher: <i>And of course your achievement, dan tentu saja. Of course, tentu saja your achievement.</i> Apa achievement?</p> <p>Students: Penghargaan, prestasi juga bu.</p>	√													√		√	The teacher asks students to answer her question.
75	<p>Teacher: <i>Please check out the site and don't forget to inform about it to your parents. Silahkan mengecek situs tersebut and don't forget, jangan lupa menginformasikan tentang itu pada orang tuamu. Because karena, the site, situs itu juga has, ada</i></p>	√					√										√	The teacher explains the text that is given to the students.

	<p><i>halaman untuk orang tua yaa. Principle, kepala sekolah, Hendri Kristanto.</i></p> <p>Students: (Listen carefully to the teacher.)</p>																	
76	<p>Teacher: <i>the underlined word means to, bla bla bla, something. Kata yang digaris bawah itu berarti titik-titik sesuatu.</i></p> <p>Students: Begin bu?</p>		√											√				The teacher asks students to answer her question and try to encourage the students.
77	<p>Teacher: <i>Karya, ciptaan. Berarti create artinya? Kata kerjanya?</i></p> <p>Students: Menciptakan</p> <p>Teacher: Yaa right. Betul</p>		√											√		√		The teacher asks students to answer her question.
78	<p>Teacher: Sebentar, saya mau ke ruang guru dulu ya. <i>Secepatnya</i></p>			√												√		At that time, there is a person who wants to meet the teacher. She has to leave the

	<p><i>saya kembali. I'll be back soon.</i> So wait here!</p> <p>Students: Iyaa bu.</p>																	classroom for a moment and asks her students to wait her.
79	<p>Teacher: <i>Twenty nine, what is the purpose of writing the above announcement? Ini tadi apa tujuan penulisan pengumuman diatas ya?</i></p> <p>Students: (thinking)</p>		√				√									√		The teacher asks students to answer her question.
80	<p>Teacher: <i>Tulis, inconvenience artinya tidak nyaman. We are sorry for inconvenience. Kami minta maaf atas ketidaknyamanan.</i></p> <p>Students: (do what teacher asks.)</p>	√					√							√		√		The teacher clarifies that “inconvenience” is “ketidaknyamanan” in Indonesia.
81	<p>Teacher: <i>Kalau yang D, because it's time to close. . . waktunya untuk. . .</i></p>		√											√		√		The teacher asks students to answer her question.

	Students: Ditutup bu. Nah ya itu jawabannya.																	
82	Teacher: <i>Dea. Kita akan mengadakan ceremony?</i> Students: Upacara bu.		√					√									√	The teacher asks one of students to answer her question.
83	Teacher: Yaa, upacara. <i>We will have a ceremony, kita akan mengadakan upacara untuk memperingati the independence day.</i> Hari kemerdekaan. Yang ga tau ditulis yaa. On 17 august 2010. Tanggal 17 Agustus 2010. <i>To all teacher and the administration staff, untuk semua guru dan karyawan administrasi, are to wear, memakai seragam kopri.</i> Students: (listen carefully to the teacher)	√						√									√	The teacher explains the text that is given to the students.
84	Teacher:		√														√	The teacher asks

	<p>Terus question number thirty one, <i>what is the principle's purpose? Kira-kira apa tujuan kepala sekolah menulis text itu?</i></p> <p>Students: (thinking.)</p>																	students to answer her question.
85	<p>Teacher: <i>Announcement, to all department manager, untuk semua pimpinan jurusan, kabag gitu ya. Kepala bagian maksudnya.</i></p> <p>Students: Iya bu.</p>	√												√			√	The teacher clarifies that “to all department manager” is “ <i>pimpinan jurusan</i> ” in Indonesia.
86	<p>Teacher: <i>Rapat akan diadakan to discuss, untuk mendiskusikan the customer complain, untuk mendiskusikan complain?</i></p> <p>Students: Protes, kritikan.</p>	√					√									√		The teacher explains the text that is given to the students and also asks students to answer her question.
87	<p>Teacher: <i>It will be held, itu akan</i></p>	√					√										√	The teacher explains the text that is given to the students.

	<i>diadakan this afternoon, siang ini on 4 january 2010 jam 1 siang in the meeting room, di ruang rapat. Please bring document needed.</i> Students: (Listen carefully to the teacher)																		
88	Teacher: Question number thirty two, <i>what will be discussed in the meeting? Apa yang akan didiskusikan dalam rapat itu?</i> Students: (thinking)		√														√		The teacher asks students to answer her question.
89	Teacher: <i>Kalau yang A, customer order. Order itu apa?</i> Students: Pengirim, pesannya pelanggan?		√												√		√		The teacher asks students to answer her question.
90	Teacher: <i>Now, thirty three, nomer tiga tiga!</i>	√					√											√	The teacher clarifies that now we are going to answer number thirty three.

	Students: (Pay attention to number thirty three)																		
91	Teacher: <i>The underlined word, kata yang digaris bawah means, artinya?</i> Students: Berdiskusi ibu.		√				√										√		The teacher asks students to answer her question.
92	Teacher: <i>to discuss mendiskusikan, to talk about membicarakan, speak berbicara, to tell menceritakan. So, what is the answer?</i> Students: Yang A, bu. .		√				√										√		The teacher explains the possible answer in a question to the students and asks them to choose the correct one.
93	Teacher: Oke, pertanyaan sudah habis ya. <i>Dah Selesai. Finish!</i> Students: Iya bu.					√	√											√	The teacher tells to the students that the lesson is over.
TOTAL		41	48	2	1	1	45	4	-	-	-	-	-	1	26	-	52	31	

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Yang bertanda tangan dibawah ini:

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Menyatakan telah melakukan triangulasi sehubungan dengan analisa data yang dilakukan oleh saudara Yoddi Satriyo Nugroho sesuai dengan data yang ada pada *the English teacher's conversation script*.

Demikian pernyataan ini saya buat dengan sebenarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, September 2013

Yang membuat pernyataan

(Ade Garinta R.)

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Menyatakan telah melakukan triangulasi sehubungan dengan analisa data yang dilakukan oleh saudara Yoddi Satriyo Nugroho sesuai dengan data yang ada pada *the English teacher's conversation script*.

Demikian pernyataan ini saya buat dengan sebenarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, September 2013

Yang membuat pernyataan

(Fajar Subekti Z.)